DOCUMENT RESUME

ED 399 816 FL 024 143

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TITLE Topical Structure in Arabic-English Interlanguage.
PUB DATE 95
NOTE 16p.; In: Pragmatics and Language Learning. Monograph Series Volume 6; see FL 024 134.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Arabic; Contrastive Linguistics; Discourse Analysis; English; *English (Second Language); Expository Writing; *Interlanguage; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; Second Language Instruction; Second Language Learning; *Transfer of Training; Uncommonly Taught Languages; Writing (Composition); Writing Processes
IDENTIFIERS *Topic Control

ABSTRACT

A study compared the topical structure (TS) of Arabic and English in order to determine whether Arab learners of English as a Second Language (ESL) transfer potential differences between Arabic and English in their English writing, or whether they use an altogether different TS indicative of developmental factors. Four sets of data were compared directly: Arabic texts; English texts; English essays by Arab ESL learners; and English essays by non-Arab ESL learners. Results show no significant differences between the TS of Arabic, English, and the English writing of Arab subjects. It is then argued that textual features of expository prose may have masked potential differences in the data considered, and that TS analysis alone is not sufficient for explaining the Arab subjects' deficiencies in developing topics. Contains 29 references. (Author/MSE)

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ED 399 816

TOPICAL STRUCTURE IN ARABIC-ENGLISH INTERLANGUAGE

Ahmed Fakhri

This study compares the topical structure (TS) of Arabic and English in order to determine whether Arab ESL learners transfer potential differences between Arabic and English in their English writing, or whether they use an altogether different TS indicative of developmental factors. For this purpose four sets of data are directly compared: Arabic texts, English texts, English essays by Arab ESL learners, and English essays by non-Arab ESL learners. The results show that the null hypothesis of no differences between the topical structure of Arabic, English, and the English writing of the Arab subjects cannot be rejected. It is argued that textual features of expository prose might have masked potential differences in the data considered and that TS analysis alone is not sufficient for capturing the Arab subjects deficiencies in developing topics.

BACKGROUND AND PURPOSE

In spite of their command of English sentence structure and lexicon, many ESL learners experience difficulties in their English writing, and often fail to produce acceptable coherent texts. While some researchers argue that the writing problems L2 learners encounter are developmental in nature and are faced by any inexperienced writer (Mohan and Lo, 1985), many attribute L2 writing difficulties to the transfer of L1 writing strategies and modes of text organization. The transfer explanation of L2 learners' writing problems is based on the assumption that text organization and writing strategies vary from one language to another. Kaplan's (1966) classic article claims that Arabic, Romance, and Oriental languages exhibit rhetorical patterns that are very different from those used in English. While such initial explorations of rhetorical contrasts among languages may have been simplistic and often based on pure impression, they have triggered much more reliable research in contrastive rhetoric (cf. Leki, 1991).

Recent studies in contrastive rhetoric (CR) have investigated general patterns of text organization as well as particular discourse features in English and other languages. Hinds (1980) analyzed paragraph structure in English and Japanese and found that while the structure of English paragraphs is hierarchical, Japanese paragraphs "tend to be organized by a return to a baseline theme at the initiation of each subtopic" (p. 117). Purves (1986) showed that languages may vary according to such parameters as ornamented versus plain discourse, or propositional versus appositional discourse. Clyne's (1987) investigation of English and German academic texts indicated that, in contrast to English texts, German texts were non-linear, asymmetrical and discontinuous, and included fewer definitions and "advance organizers" which state explicitly the organization of texts.

Further research adopted an interactive approach to text analysis in which notions such as reader-writer relationship and awareness of audience are central (Connor, 1987; Hinds, 1987). In this approach, texts from different cultures were found to exhibit, for instance,

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characteristics reflecting the degree of responsibility assumed by the writer or the reader. Thus, whereas English is a writer-responsible language, i.e., it is the writer's responsibility to accommodate the reader and be aware of his/her possible reactions to the text, Japanese is claimed to be a reader-responsible language (Hinds, 1987).

The implication of such cross-linguistic differences for L2 writing is that L2 learners may transfer L1 text features when producing L2 texts. Bartlett (1983) suggests that Navajo and Apache speakers use "a native technique of rhetorical redundancy" for expressing emphasis in samples of their English writing. Ostler (1987, p. 184) also claims that, because of the rhetorical style of Classical Arabic, "the prose style of Arabic-speaking students writing in English has been shown to be quantitatively different from that of English-speaking writers." The Clyne study mentioned earlier shows that "English texts by German scholars tend to contain the same cultural discourse patterns as German texts" (Clyne, 1987, p. 233). In a comparative study of narratives written in English by Vietnamese, Arabic-speaking Lebanese, and native English-speaking sixth and eleventh graders in Australia, Soter (1988) points out the existence of differences in patterns of narration among these three groups. The author admits, however, that attributing these differences to "cultural influence" would be speculative.

The present study is intended to build upon this research on CR, using a more reliable research methodology. It is believed that the ground-work in CR is advanced enough that a more rigorous methodology is called for in order to avoid unsupported claims and surface generalities and enhance CR as a viable paradigm for investigating L2 writing problems.

The specific purpose of the present study is to contrast the topical structure (see discussion below) of English and Arabic expository texts and determine whether potential differences between the two languages result in transfer in the English writing of Arab ESL learners, or whether these learners use an altogether different topical structure indicative of developmental factors. Four sets of data will be directly contrasted: Arabic texts, English texts, English writing by Arab ESL learners, and English writing by non-Arab ESL learners. This approach has two main advantages often lacking in other CR studies. First, the inclusion of L2 data by non-Arab subjects strengthens the evidence for transfer. In this respect, Gass (1984) argues that a second language learner's use of a form similar to a form in his/her native language does not constitute sufficient evidence that transfer has occurred. A further requirement for the proof of transfer is a comparison between speakers of the language with the pattern in question and speakers of other languages.

Second, instead of relying on impressionistic discourse contrasts from various sources, this study examines actual text samples from Arabic and English. This is essential because of the complexity and elusiveness of text analysis. A transfer study involving phonology or syntax, for example, may rely to a large degree on the results of a previous contrastive analysis of the languages considered, since for the most part phonological and syntactic contrasts are more straightforward and the method of their identification is well-established (James, 1980). This is not the case for language analysis at the discourse level. Discourse analysis methodology is relatively new and often lacks uniformity. The direct comparison of native and non-native data using the same constructs and measurements reduces the risk of inconsistency.

This study seeks to answer the following related questions:

(1) Are there differences between English and Arabic with respect to their topical structure?
(2) If the answer to 1 is positive, do Arab ESL learners transfer their L1 topical structure into their English writing?
(3) If the answer to 1 is negative, does Arab ESL learners' English writing exhibit a topical structure which is different from their L1 and L2?

Questions 1 and 2 are standard questions for showing transfer. Question 3 is intended to determine whether the potential deviances in the topical structure of Arab learners' English writing is developmental in nature and is thus indicative of their inexperience as writers. If indeed their L2 writing topical structure is at variance with the norms of both Arabic and English, this will constitute strong evidence that the writing problems they encounter are developmental rather than transfer-related.

TOPICAL STRUCTURE

Topical structure refers to the patterns of topic maintenance and shifts across sentences in a text. Topical structure analysis originated from the work of the Prague School linguists such as Mathesius and Danes who viewed sentences as comprising two parts: the theme, what the sentence is about, and the enunciation or rheme, which is what is said about the theme (Vachek, 1966). Such notions were then extended to analyzing text patterns in terms of the continuity or shifts of topics across sentences.

The present study adopts Lautamatti's (1978) version of topical structure analysis and draws upon the practical guidelines suggested in Schneider and Connor (1990) for the identification of topical progressions.

Lautamatti distinguishes three types of topical progressions. In a parallel progression, the topics of a sequence of adjacent sentences are referentially identical as shown in (1) where the sentence topics are underlined.

(1) A US-Soviet agreement on weapons uranium would not just provide economic incentives to dismantle weapons but also would set useful precedents for dealing with the more difficult issue of plutonium stocks and for dismantling additional nuclear weapon systems. Such an agreement would go far in satisfying non-weapons states that the superpowers are finally keeping their part of the bargain in the non-proliferation treaty. It would also provide a basis for international involvement in the post-Soviet republics that have nuclear activities...

In a sequential progression, the topics of adjacent sentences are different as in (2).

(2) Japan and Israel are building sleek new ships with smaller radar signatures. France is developing a cruise missile and Germany a remotely piloted

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reconnaissance aircraft with Stealth features. Moscow is working on radar-eluding planes.

Finally, an extended parallel progression involves the return to a topic interrupted by a sequential progression as in (3).

(3) Mr. Yeltsin called for an independent judiciary that would be an equal third branch of government. The Judiciary would be strengthened by immediate salary increases and by lengthy terms of office with safeguards against removal. Mr. Yeltsin had already turned the Communist Party building in Russia over to the judiciary for use as courts.

The choice of topical structure as the focus of this study is motivated by the following considerations. First, topical structure analysis probes an important aspect of texts, namely the patterns of maintenance and shifts of topics. Such patterns contribute considerably to the coherence of texts, to the identification of what a particular stretch of discourse is about, and, consequently, to the comprehensibility of texts. Second, topical structure analysis allows for the quantification of data (see discussion of procedure below), which makes the study more reliable and counterbalances the many claims and conclusions based on subjective impressions. Third, the application of topical structure analysis in the context of language teaching suggests that the quality of writing is in part dependent on the patterns of topic distribution. Witte (1983a) showed a correlation between the types of topic development and the quality of writing by native speakers of English. In another study of topical structure and students' revisions, he found that the better revisions involved more elaboration on fewer topics (Witte, 1983b). Following Witte, Schneider and Connor (1990) applied topical structure analysis to ESL essays. Their findings suggest that the frequency of types of topical progressions differentiate high- and low-rated ESL essays.

METHOD AND PROCEDURES

Data Sample

The data for the study consist of 20 English texts, 20 Arabic texts, 20 English essays written by Arab students, and 20 English essays written by non-Arab students who are speakers of Spanish, Chinese, Japanese, Vietnamese and Thai. Ten of the English texts and ten of the Arabic texts were taken from the New York Times and the Arabic newspaper Assarq al awsat "The Middle East," respectively. The Arabic newspaper is comparable to the New York Times in that it is also designed for a sophisticated readership. The rest of the native texts were from English and Arabic collections of essays used for teaching, reading, and writing.[1]

The non-native essays were written by students in the ESL composition program of a midwestern university and scored by the program instructors for the purpose of placement in appropriate composition sections. These essays were selected so as to obtain comparable quality of writing between the Arab group and the non-Arab group. The mean scores were 6.27 for the non-Arab subjects and 6.29 for the Arab subjects out of a possible maximum

score of ten, indicative of native-like writing. Both groups are homogeneous as indicated by the relatively low standard deviations (SD = 1.13 for the non-Arab group and SD = .98 for the Arab group). These data are deemed particularly suitable for a transfer study of discourse features since they represent a proficiency level advanced enough to allow the obtention of samples of connected discourse of reasonable length, but not so advanced as to be impermeable to potential transfer of L1 discourse features.

Both native and non-native data are comparable in terms of the discourse genre used! namely, they represent samples of expository prose, which in Longacre's terms "explains a body of subject matter" (Longacre, 1976) and exhibits logical rather than chronological linkage. They also deal with similar content, namely socio-cultural and political issues. In order to avoid the effect of any one author's individual writing style, the native texts selected were written by different authors.

Text Analysis

The data were analyzed by the author of the study, a native speaker of Arabic who is familiar with both the structure of Arabic and the structure of English. The analysis was done in the following way. First, in spite of the definition of sentence topic as to what the sentence is about, we still need to operationalize this construct, since both languages considered in this study, Arabic and English, are not topic-prominent languages with special surface devices for marking topics (Li and Thompson, 1976). The following remarks and examples are intended to clarify what is considered as sentence topic in this study. As indicated in examples 1-3 above, as well as in data from other studies of topical structure such as Schneider and Connor (1990, p. 413), sentence topics tend to coincide with grammatical subjects. However, in some cases the two constructs do not match, as illustrated in the following examples, where the underlined noun phrases are considered sentence topics (i.e., what the respective sentences are about).

(4) As for Congressman Smith, the jury found him guilty.
(5) It was impossible for the president to leave.
(6) There was a soldier in front of the gate.
(7) It was Professor Johnson that the committee suspended.

In brief, the grammatical subject is considered to be the sentence topic unless indicated otherwise as in the special constructions given above. This view of what constitutes a sentence topic was largely corroborated by psycholinguistic data collected from 18 native speakers of English. These subjects were asked to read twenty sentences (see Appendix) and to decide which of two nouns best indicated what they thought the sentence was about in each case. The nouns in subject position were chosen 85% of the time. In special constructions such as (4)--(7) above, the target nouns (i.e., nouns in the same position as the ones underlined in 4-7) were chosen 75% of the time.

Second, the identification of the various progression types is crucially dependent on what constitutes semantic sameness of two sentence topics. In this study, a sentence topic was considered identical to a previously mentioned topic if it is encoded as an exact repetition or a synonym of that topic, or as a coreferential pronoun. In addition, since Arabic

does not allow pronouns in subject position, the morphological marking of subject-verb agreement in this language was considered as fulfilling the same anaphoric function as pronouns in English. In other words, if the agreement morpheme on the verb in a particular Arabic sentence is coreferential with the topic of the previous sentence, these sentences are considered as having the same topic and thus constitute a parallel progression.[2]

Statistical Procedure

The frequency of each type of progression was computed for each text and expressed as a percentage of the total number of progressions. The percentages were then averaged across texts in each of the four sets of data. The independent variable in the study is groups with four levels (Arabic, English, Arab S., and Non-Arab S.). There are three dependent variables: the percentages of parallel progressions, sequential progressions, and extended parallel progressions. A multivariate analysis of variance (MANOVA) was used to determine whether group means were significantly different. The MANOVA test is appropriate since it takes into consideration the correlation between multiple dependent variables (Bray & Maxwell, 1985, p. 9). The alpha decision level used is .05.

RESULTS AND DISCUSSION

Table 1 (see next page) gives the descriptive statistics for the different types of progressions in the four sets of data.

Table 2 gives the results of the MANOVA, using the most common multivariate test statistics: Wilks's lambda, the Pillai's trace, the Hotelling-Lawley trace, and Roy's greatest root (Bray & Maxwell, 1985, p. 27).

Table 2: MANOVA for the Hypothesis of no Overall Group Effect.

Statistic	Value	F	Num DF	Den DF	P
Wilk's Lambda	0.81363	1.77124	9	180.24	0.0765
Pillai's Trace	0.19497	1.76092	9	228	0.0768
Hotelling-L. T	0.21849	1.76415	9	218	0.0764
Roy's GR	0.14773	3.74273	3	76	0.0145

Only Roy's greatest root showed a significant difference among the four groups. Given this result, two follow-up tests, the Least Significant Difference (LSD) test and the Bonferroni procedure were used to determine which group means were different. The Bonferroni procedure yielded no significant differences between any of the groups on any of the dependent variables. The LSD showed a significant difference between the Non-Arab texts and the English texts for parallel progressions, and between the Non-Arab texts and the Arabic Texts for sequential progressions. These significant differences are, however, irrelevant for the purpose of this study.

Table 1: Descriptive Statistics for Types of Progressions

Group	Sequential			Progression Type Parallel			Extended		
		$\bar{x}$*	SD		$\bar{x}$*	SD		$\bar{x}$*	SD
Arabic	(26.50)[b]	74.35	12.88	(5.45)	15.29	8.33	(3.95)	10.36	8.92
English	(33.90)	72.62	11.74	(5.90)	12.36	8.06	(7.75)	15.00	6.48
Arab S.	(8.35)	67.38	17.73	(2.80)	20.56	19.32	(1.45)	12.05	8.98
Non-Arab S.	(11.45)	61.93	17.01	(4.15)	22.24	14.33	(2.70)	15.82	15.35

*The $\bar{x}$s were obtained by computing the frequency of each type of progression in each text as a percentage of the total number of progressions and averaging these percentages across texts in each of the four sets of data.

[b]The figures in parentheses represent the average number of progression type.

It was suspected that the difference in the length of texts in number of progressions might have concealed differences between group means since the percentage of types of progressions might vary with text length. However, as shown in Table 3, there was no significant correlation between text length and the percentages of types of progression.

Table 3: Correlation Between Text Length and Percentages of Progressions

Progression Type	r
Parallel	-0.1960
Sequential	0.0642
Extended	0.1604

We must conclude, then, that the null hypothesis of no differences between the topical structure of Arabic, English, and the English writing of the Arab subjects cannot be rejected. In the following discussion, I will attempt to explain this finding.

The similarity between the Arabic and English data stems from the prevalence in both languages of sequential progressions, which account for almost three fourths of the total number of progressions. The prevalence of sequential progressions reflects the semantic complexity expected in expository prose. In contrast to the narrative genre, which is characterized by simple chronological linkage (Labov, 1972) and the repetition of reference to participants (cf. topic continuity in narrative discourse, Givon, 1983), expository prose exhibits logical linkage between propositions and complex hierarchical patterning of information. Typically, a particular topic is introduced into the discourse and then elaborated upon through the use of various subtopics, which results in a high frequency of sequential progressions. Lautamatti (1978) uses the notion of topical depth to capture the hierarchical relationship among various sentence topics. Figures 1 and 2 give examples of topical depth in an English passage and an Arabic one, respectively. The noun phrases in the charts represent sentence topics. The arrows indicate same topic chains.

Figure 1: Hierarchical patterning of topics in an English passage.

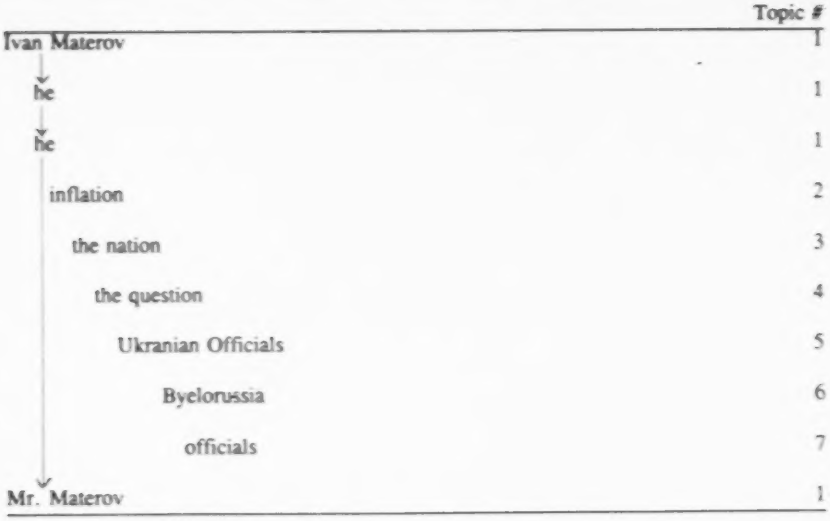
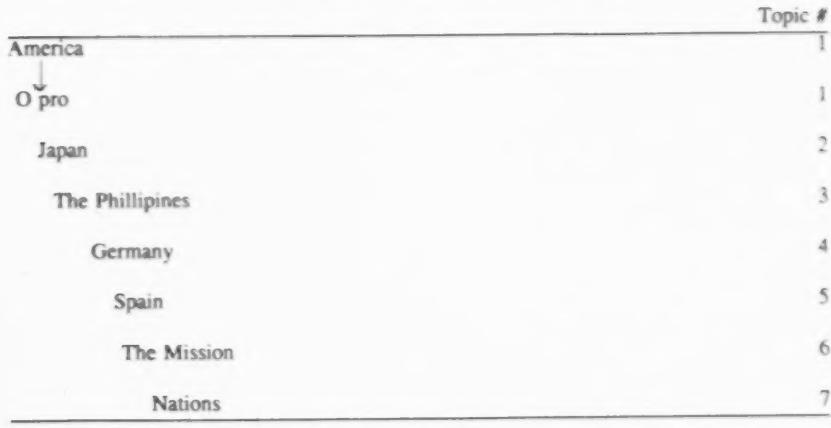


Figure 2: Hierarchical patterning of topics in an Arabic passage.



The two charts clearly show the high frequency of sentences with different topics. However, the coherence of the two passages is maintained partially through the hierarchical relations between the different topics, which do not have the same importance. The most prominent topics are Ivan Materov (Fig. 1) and America (Fig. 2), since they are mentioned first and are more frequent than the other sentence topics. In other words, these passages are mainly about Ivan Materov and America, respectively. Taking into consideration the other sentence topics, the theme of these passages may be stated as follows: "Ivan Materov's views of the situation in the ex-Soviet Union" and "America's relations with its enemies after World War II".

A correlate of the high frequency of sequential progressions is the rarity of parallel progressions in both English and Arabic. The few instances of parallel progressions in the data can be accounted for, at least partially, by considering two linguistic environments in which parallel progressions are likely to occur.

First, many instances of parallel progressions in the Arabic and English texts occur in narrative-like stretches of discourse embedded within the expository texts, as shown in the passages (8) and (9) below. The NBC excerpt is from an English text and the "de Gaulle" passage from Arabic.

(8) NBC carried a Notre Dame football game Saturday and the NFL Sunday. It also stuck to its entertainment schedule for much of Sunday night, including the first part of a mini-series about the life of Jacqueline Kennedy Onassis. But on Tuesday, NBC was the only network to cover in full the Senate's debate before its 52-48 vote to confirm Judge Thomas.

(9) It was the people that took [de Gaulle] to the highest position. But he was too smart to remain in power for a long time. He made up a reason for his resignation in spite of the attachment of the nation to the leader who saved its honor from a military defeat in 1940. He declared that France lost a battle but not the war. He ended up liberating his country in 1944 with the help of the Western Allies. Then he relinquished power in 1946 with the rise of the Fourth Republic ...

These two passages exhibit narrative features such as the use of the past tense and the chronological linkage of events which is explicitly indicated by time expressions (days and dates)[3]. The relevant feature, though, is the frequent repetition of the same referent in successive sentences, a well-documented property of narrative discourse (see Givon, 1983). Such repetitions result in parallel progressions, as is clearly indicated in the two passages (note the underlined forms). Thus, since narrative-like developments are rare in expository texts, it would follow that parallel progressions associated with them would also be rare.

Second, parallel progressions seem to be associated also with marked linguistic means for signalling topics. In both English and Arabic, sentence topics normally occupy the subject position. However, there are other less frequent ways of signalling topics, such as amma X ... fa ... in Arabic, which is equivalent to "as for X ..." or "as far as X is concerned...". The use of such expressions, which highlight the topicality of a particular referent and draw

attention to it, seems to commit the writer to maintaining the topic so marked in subsequent sentences. In the following example (10) from the Arabic data, the NP the educated person is highlighted as the topic in the first sentence through the use of amma ... fa... "as for ...", and then repeated as the topic of the following sentences.

(10) As for the educated person, whether he is a scholar, a journalist, or a researcher, he secludes himself in his ivory tower, often materially bankrupt. But at the same time, he is free from the stress of difficult issues and equations. Thus, when he openly expresses his thoughts, he does so without ambiguity or pressure to please so and so.

In sum, the similarity between English and Arabic with respect to the frequency distribution of the types of progressions can be attributed, on the one hand, to the semantic complexity of expository discourse, which explains the high frequency of sequential progressions, and, on the other hand, to the paucity of certain linguistic environments, namely narration and marked topicalization devices, which have been shown to be associated with parallel progressions.

The finding that the topical structure of the English writing of Arab ESL learners did not differ significantly from that of English and Arabic should be interpreted with caution. As in the Arabic and English texts, the Arab subjects' essays also exhibited a high frequency of sequential progressions. However, the source of sequential progression in their writing is, in many instances, different from that in the English or Arabic data. In the previous discussion it was shown that sequential progressions in English and Arabic are the result of elaborations on main topics through the inclusion of lower level subtopics. This is not always the case in the Arab subjects' texts. Sequential progressions in these texts often result from the mere juxtaposition of main topics without elaboration. These learners often state main ideas but then fail to elaborate upon them, perhaps because they do not possess sufficient knowledge of the subject matter or because they simply do not feel the need to do so. The mere juxtaposition of diverse unsupported statements or claims tends to result in sequential progressions. The following example from an English essay by an Arab subject illustrates this point.

(11) As we know their are many similarities among animals and humans body. Also there are many vairuses that cause the same illnesses in the humans and the animals. Also we know that God creat all this world for humans to live in it and creat everything for him to use those things for better living.

In this essay, the subject argues for the use of animals in scientific experiments. Excerpt (11) includes three sentences with different topics and states three "arguments": (a) the similarity in the anatomy of animals and humans, (b) the fact that humans and animals catch similar diseases, and (c) the religious belief that God created animals for humans to use. However, there are no elaborations on these main ideas through details or examples. The mere juxtaposition of ideas is indicated by the simple linking device also at the beginning of sentences 2 and 3. In brief then, the pattern of topical structure in the Arab subjects' essays is not quantitatively different from that of Arabic and English, but the underlying source of the types of progression in those essays may not be the same.

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CONCLUSION

The purpose of this study was to compare the topical structure of English and Arabic in order to understand the topical structure in the English writing of Arab ESL learners. The results of the analysis did not show a significant difference between Arabic and English. This was accounted for in terms of textual features of the writing genre investigated, namely expository prose. The results also show that the Arab subjects' topical structure did not differ quantitatively from Arabic and English. However, it was argued that there may still be qualitative differences between the two sets of data. This suggests that topical structure analysis must be complemented by other types of analysis in order to capture the various aspects of topic development. In this regard, Faigley (1986, p. 129) proposes that the analysis of topical progressions "must be augmented with some way of accounting for semantic associations, such as Halliday and Hassan's notion of lexical collocation."[5]

The approach used in this study, which consists of direct comparison of data from Arabic, English, and English writing by Arab and non-Arab ESL learners, is deemed necessary for providing reliable evidence for cross-linguistic differences and transfer. It is true that it requires thorough knowledge of the languages compared. However, this problem can be overcome through the collaboration of scholars with genuine expertise in the languages investigated. It is hoped that such collaboration will help to eliminate the often oversimplified and unsupported claims of cross-linguistic differences.

AUTHOR

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NOTES

[1]These collections are Bloom (1991), Ackley (1992), and the Moroccan Ministry of Education (1989 and 1990).

[2]In Arabic, independent pronouns are used only in special syntactic environments and for the purpose of emphasis on contrast. They do not normally serve a purely anaphoric function. Such function is assigned to verb morphology.

[3]The fact that expository texts in this study contain narrative-like passages should not be surprising. Connor (1987) documented a similar phenomenon. Labov's work on narratives (Labov, 1972) also suggests a certain amount of "genre mixing". The author points out that the "evaluations" component in narratives exhibits complex syntax and a high frequency of logical connectors (e.g., if, because, etc.), features typical of expository texts.

[4]The author is referring to Halliday and Hasan's (1976) work on cohesion in English.

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APPENDIX

Sentence Topic Identification Task

Instructions.

In each of the sentences below there are two nouns which are underlined. Read each sentence and then decide which of the two nouns that sentence is about, and circle it. For example, in the sentence

Mary loves John.

the two underlined nouns are Mary and John. If you think that the sentence is about Mary, then circle the word "Mary." If you think it is about John, then circle "John." Do the same for the sentences below. Please, do not skip any. You must make a choice even if you are uncertain.

Sentence list.

(In the actual presentation of the sentences to the subjects, the sentences were randomized to counterbalance possible effects the order of presentation)

Subject vs Non-subject

1. John has known Bill for a long time.
2. The teacher has decided to talk to the student.
3. A heavy bag fell on a passenger.
4. The agreement was signed by the president.
5. The students insisted on seeing the dean.
6. A car was hit by a truck.
7. The patient talked to the doctor for twenty minutes.
8. The police chief refused to free the suspect.

Special constructions

10. There was a soldier walking with a student.
11. It was impossible for the president to see the congressman.
12. It was professor Smith that the committee suspended.
13. It was the jury that the prosecutor objected to.
14. As for congressman Jones, the jury found him guilty.
15. There is a gunman behind a customer.
16. As far as Mary is concerned, the chairman did not let her take the test.
17. As for the linguistics conference, Mary decided not to participate in it.
18. It is important for the student to call the dean.
19. There was a patient waiting for a nurse.
20. It was Laura who called Mary.